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The primary purpose of this study was to survey, identify, and compare the activities, interests, and needs of junior high school students that could have implications for home economics on the junior high school level.

A questionnaire was developed to record general information about the junior high school student and specific information related to the activities, interests, and needs of the students. One junior high school was randomly selected from each of seven educational districts in North Carolina. Students in one seventh, one eighth, and one ninth grade homeroom from each of the seven schools were randomly selected to participate in this study. The questionnaires were mailed to 21 homeroom teachers and administered to 601 junior high school students. All questionnaires were completed and returned. Data were coded and analyzed.

The findings were summarized and comparisons made of the activities, interests, and needs of junior high students.

1. The seventh grade junior high school students participated most frequently in those activities which were family oriented. The ninth grade junior high school students participated more in those activities related to family and personal responsibilities.
2. Junior high school girls and their parents made cooperative decisions more frequently than did junior high school boys and their parents.

3. The seventh grade girls indicated greater interest in nearly all areas related to home economics than did eighth or ninth grade girls.

4. The eighth grade junior high school girls showed more interest in and need for learning about sewing for themselves than did the seventh and ninth grade girls. However, the percentage of eighth grade students who were greatly interested in learning to sew for themselves was only 38.5 per cent. The seventh and ninth grade girls showed greater interest in and need for learning about caring for clothing and selecting clothing accessories than did the eighth grade students.

5. Ninth grade girls indicated great interest in and need for learning about topics concerning careers, consumer economics, family relations, and grooming.

6. The junior high school boys did not show as great a degree of interest in areas related to home economics as compared to the junior high school girls. However, there were no topics that were not indicated as being of great interest by at least a small percentage of the boys.

Implications from this study may provide a frame of reference for those educators planning junior high school home economics curricula.

ACTIVITIES, INTERESTS, AND NEEDS OF JUNIOR HIGH SCHOOL
STUDENTS IN NORTH CAROLINA WITH IMPLICATIONS FOR
HOME ECONOMICS CURRICULUM DEVELOPMENT

by

Linda Berta Flowers

A Thesis Submitted to
the Faculty of the Graduate School at
The University of North Carolina at Greensboro
in Partial Fulfillment
of the Requirements for the Degree
Master of Science in Home Economics

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Approved by

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APPROVAL SHEET

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CHAPTER I

OVERVIEW OF THE STUDY

Importance of the Study

Curriculum changes are inevitable! With social and technological changes accelerating at such a rapid rate, school systems are constantly being pressured to provide different kinds of knowledge and learning experiences to meet the needs and demands of the students. Oliver emphasized that "a need results when there is a gap between where an individual is and where he ought to be or wants to be."¹

To meet the challenges of the present and foreseeable future, curricula must be developed at all levels; elementary, junior high school, high school, post-secondary, adult, and professional.² It becomes imperative that curricula be evaluated continuously, systematically, and comprehensively. Evaluation serves as a guide for planning. Stratemeyer stated:

Curriculum improvement is a major obligation of every educator and of many lay persons as well, if schools are to achieve the kind of education that will fit young people to join adult society with satisfaction and self-fulfillment, with loyalty and a

¹Albert I. Oliver, Curriculum Improvement (New York: Dodd, Mead and Company, 1968), p. 159.

²Ibid., pp. 404-5.

spirit of active contribution.¹

The development of a pertinent curriculum for the junior high school level is particularly challenging because this is a period when youth's feelings of idealism and crusading zeal reach their peak.² Effective educational programs for the junior high school should provide the kinds of curricula that are based on the social patterns of today and provide direction for tomorrow. The curricula should be structured so that it meets the learner's current concerns and the recognizable interests. Burton stated:

. . . we need constantly to study and improve curriculum in order to keep them in line with the needs of a changing society and with the needs of the individual living within that society.³

Stratemeyer has affirmed:

The best in education will be realized when every experience of learners is worthwhile from the standpoint of the individual and of society, when every experience is one which helps to develop boys and girls, men and women, able to meet their problems of daily living with competence and maintain their ideals.⁴

¹Florence B. Stratemeyer, et al., Developing a Curriculum for Modern Living (2nd. ed.; New York: Columbia University Press, 1963), p. 25.

²Edythe Gaines, "Economics Education in the Junior High School." Educating for Economics Competence (Washington: National Education Association, 1960), p. 50.

³William H. Burton and Leo J. Brueckner, Supervision--A Social Process (New York: Appleton-Century-Crofts, Inc., 1955), p. 366.

⁴Florence B. Stratemeyer, et al., Developing a Curriculum for Modern Living (2nd. ed., New York: Columbia University Press, 1963), p. 517.

Activities, needs, and interests of students as a basis for curriculum decisions have been well understood by the home economist.

Simpson emphasized that:

There is common knowledge and skill that serves to unite the facets of the home economics program, and this should be taken into account in curriculum planning. Challenges exist with respect to the social conditions of the time; student needs; local situations; the content and structure of home economics as a field of study; and problems, trends, and development in the total field of education and the realm of the philosophical foundations.¹

As a basis for curriculum development, activities, interests, and needs of students should be identified in order to provide the kinds of knowledge and experiences that would be appropriate for students.

Purpose of the Study

The purposes of this study were: (1) to survey the activities, interests, and needs of junior high school students in North Carolina; (2) to identify the activities, interests, and needs that could have implications for home economics on the junior high school level; and (3) to compare the activities, interests, and needs identified by seventh, eighth, and ninth grade students. An analysis of some of the activities, interests, and needs of seventh, eighth, and ninth grade students could be of value to supervisors of home economics, to teacher educators, and to teachers who are concerned with the improvement of education at all levels. Since the state of North Carolina does not have a home economics curriculum guide for the junior high school at

¹Elizabeth J. Simpson, "Challenges in Curriculum Development in Home Economics," Journal of Home Economics, LX (December, 1968), 773.

the present time, information gained from this study could provide one basis for developing such a guide. Relatively few studies of this nature have been conducted in North Carolina that could have implications for the home economics curriculum at the junior high school level.

Limitations

The following limitations were stated in relation to the study:

- (1) only one junior high school was selected from each educational district in North Carolina; (2) only one homeroom from each grade level--seventh, eighth, and ninth--was selected from each school;
- (3) needs and interests to be identified were related to areas taught in home economics; (4) activities were limited to selected home, family, social, and personal activities, as well as selected areas of possible problems for the young adolescent.

Definition of Term

The term junior high school, as referred to in this study, was defined as a school which provided instruction for only three grades; seven, eight, and nine.

Assumption

A basic assumption made in relation to this study was that seventh, eighth, and ninth grade students are willing to respond to statements pertaining to their activities, interests, and needs.

Design Procedure

A questionnaire was developed to obtain general information. The general information included: (1) age; (2) grade; (3) sex; (4) living arrangement; (5) father's occupation; (6) mother's occupation, if employed; (7) highest level of education attained by parents; and (8) the person or persons who decide what responsibilities students will assume. Two kinds of specific information were requested--the degree of participation in selected home, family, social, and personal activities and the degree of interest in and need for learning about areas related to home economics.

One junior high school was randomly selected from each of the seven educational districts in North Carolina. One seventh, one eighth, and one ninth grade homeroom from each of the seven schools were randomly selected as participants in this study. The questionnaires, a cover letter that explained the purpose of the study, and instructions for administering the questionnaire, and a self-addressed postage paid return envelope were mailed to twenty-one homeroom teachers. The homeroom teachers were randomly selected from the names of teachers secured from the principal of each school selected to participate. The questionnaires were completed by the students and returned by all of the homeroom teachers. The responses were coded and the data were analyzed.

CHAPTER II

REVIEW OF LITERATURE

The curriculum must not become static. In order to best serve the developmental needs of students and an ever changing society, the total curriculum must be studied and revised. Home economics, one aspect of the total curriculum, has the responsibility for preparing youth and adults to assume their role as homemaker and wage earner.¹ Changes in the needs and interests of students, in the nature of the homemaking programs, and in the attitudes toward the program need to be re-evaluated as a basis for curriculum planning.

According to Coon, home economics on the junior high school level has too often not met the needs of the age group.² In many instances, a drop in the enrollment has suggested that the curriculum has stifled interest in further study of home economics. It is suspected by administrators, supervisors, teachers, and parents that the needs and interests of this age group are being ignored.³

¹Ruth P. Hughes, "Preparation for a Dual Role," Journal of Home Economics, LXI (May, 1969), 350.

²Beulah Coon, Margaret Alexander, and Mary Larson, Home Economics for Boys and Girls in Seventh, Eighth, and Ninth Grades -- Some Descriptions for Promising Practices (Washington: Federal Security Agency, Office of Education, 1956), p. 2.

³Ibid., pp. 2-3.

Hatcher and Andrews stated that one of the best ways to teach youth is to understand their various problems. This kind of information may be obtained from the youth through the use of questionnaires, diaries, letters, and case studies. Many of the problems of youth appear to center around three interrelated areas: (1) personal problems, (2) family problems, and (3) community problems.¹

The review of literature which follows has been limited to studies that have been completed in the field of home economics concerning activities, interest, and needs of young people since 1951.

A study concerning the home activities, motives, and attitudes of seventh and eighth grade pupils in the different types of public schools in North Carolina was conducted by Winston in 1951. The purposes of the study were: (1) to determine the home activities of seventh and eighth grade boys and girls, (2) to determine motives for the home activities, (3) to determine the pupils' attitudes toward the activities and motives, (4) to determine the differences in home activities of pupils in urban, industrial, and rural communities, (5) to determine the difference between the home activities of boys and girls, and (6) to provide a basis for developing a curriculum for junior high school homemaking. An open-end questionnaire was developed as a means of collecting the desired data. It was found that most of the activities of the boys and girls were their own ideas; most of the

¹Hazel T. Hatcher and Mildred E. Andrews, The Teaching of Homemaking (Dallas, Texas: Houghton, Mifflin Company, 1945), p. 159.

activities identified were enjoyed whether the activities were their own ideas or those of an adult. In the foods area, buying snacks was a more frequent activity than buying groceries. The choice of clothes to be worn to school was made by all students, and one-half of the students in the study made the choice of clothing to be worn on rainy days and to special places. Decisions concerning going to bed and getting up and whether to study were usually made by the students. Grooming activities mentioned most frequently included: hanging up clothes, polishing shoes, washing hair, and pressing clothes. Household activities were more often weekly activities rather than daily activities. The study indicated that students received money as needed, earned money, or received a weekly allowance.¹ Winston recommended:

A series of studies of the various homemaking areas in which an effort is made to observe and/or measure the skills the pupils have in activities performed frequently, to develop teaching units which fit their needs, and to evaluate the success of those units would be highly desirable.²

Igoe conducted a study to ascertain the relationship between the needs and interests of 278 seventh and eighth grade students enrolled in homemaking in five schools in Tomkins County, New York. The data were collected by means of a checklist based on the New York State Planning Guide. Several items included in the checklist were from the following eight areas: (1) personal, social, and

¹Henrietta Elizabeth Winston, "Home Activities of Seventh and Eighth Grade Pupils in Different Types of Public Schools in North Carolina" (unpublished master's thesis, The Woman's College of the University of North Carolina, 1951), pp. 183-86.

²Ibid., p. 190.

family relationship, (2) child development, (3) foods and nutrition, (4) clothing, (5) housing, (6) health and home safety, (7) family economics, and (8) management. Igoe concluded that all the students in the study expressed interest in acquiring some knowledge in each of the areas. The study revealed that the students expressed great interest in the areas of family, personal, and social relationships; clothing; and family economics in decreasing order. Students indicated moderate interest in those areas pertaining to group approval and group membership, gaining independence, and improving personal appearance. The area in which students expressed the least interest was housing.¹

Darko conducted a study which surveyed the interests of junior high school girls in homemaking in one school in Rome, Georgia. The instrument developed for the study conducted by Igoe was used as the means of collecting the data for this study. A total of one hundred and seventy-four girls participated in the study. The interest of each grade level in management, clothing, and housing was high. There was a moderate increase in interest in the area of relationships from the seventh to the ninth grade. In the area of child development, interest was highest at the seventh grade and decreased at the eighth and ninth grade level. There was a comparable amount of interest

¹Frances Blythe Igoe, "A Study of the Needs and Interests Expressed by Seventh and Eighth-Grade Students Enrolled in Five Schools in Tomkins County in Relation to the Suggested Homemaking Plan for this Grade Level as Outlined in the New York Planning Guide" (unpublished master's thesis, Cornell University, 1954), pp. 42-43.

expressed in the areas of foods and health in both the Igoe and Darko studies.¹

In 1954 McAllister surveyed the vocational interests, problems, social acceptance, and social adjustment of fifty ninth grade girls at Central High School, Hillsboro, North Carolina. The purpose of the study was to determine whether the vocational interest, problems, social acceptance, and social adjustments had implications for the homemaking curriculum. Most girls expressed high interest in those vocations related to homemaking. McAllister further concluded that questions in the categories in which most girls expressed interest were correlated to maintaining the household, performing personal service, and serving others.²

The United States Office of Education conducted a study of education programs in the seventh and eighth grades. Seventy-six schools in twenty-three states were visited and observed for one day. The purpose of the visits was to find practices which the local people considered to be good for children in the school. The findings indicated that growth through homemaking experiences varied with the locality, and reflected local needs, opportunities, and interests of

¹Morwell Johnson Darko, "Homemaking Interests of Junior High School Girls in Main School, Rome, Georgia" (unpublished master's thesis, Cornell University, 1957), pp. 48-49.

²Betty Pretty McAllister, "A Survey of the Problems and Interests of a Ninth Grade Class at Central High School to Discover Possible Implications for Home Economics Teaching," (unpublished master's thesis, North Carolina College at Durham, 1954), p. 39.

children.¹

Attitudes, concerns, problems, and interests of one hundred boys and girls in Victoria, Texas, were identified in a study conducted by Kee. The instrument selected for use in this study was the Texas Cooperative Youth Study Inventory, developed under the Texas Educational Agency and the Hogg Foundation for Mental Health. This particular study found that the students indicated greatest interest in family relationships; clothing the family; feeding the family; health, home care of the sick, and first aid; and child care. Comparisons of attitudes, concerns, and problems were not made in relation to grade level.²

The Texas Cooperative Youth Inventory was also used in a study conducted by Nelson. It was revealed that boys and girls expressed great interest in marriage and family living, health and home care of the sick, housing the family, personal adjustment, and money management. A high degree of interest was expressed by the girls in clothing the family, feeding the family, and child care. The greatest concern or problem expressed by the boys and girls in this study was that of becoming acceptable adults in a highly competitive society.³

¹Gertrude Lewis, Educating Children in Grade Seven and Eight (Washington: U.S. Department of Health, Education, and Welfare, Office of Education, 1954), pp. 78-81.

2Ollie La Rue Kee, "A Survey of the Attitudes, Concerns, Problems, and Interests of Youth Basic to Curriculum Planning for Homemaking Education in Victoria Public Schools" (unpublished master's thesis, University of Houston, 1956), p. 36.

³Vivien Beard Nelson, "A Study of the Interests, Needs, and Concerns of Wharton High School Youth" (unpublished master's thesis, University of Houston, 1956), pp. 43-44.

A study was conducted by Landers to determine and verify information regarding pupil needs, interests, and experiences as a basis for planning the homemaking curriculum at Okemah High School. The information was secured through means of a questionnaire that was developed for the study. The questionnaire consisted of eleven major items related to the seven areas of homemaking: (1) child development, (2) clothing construction, (3) family relations, (4) food preparation, (5) home furnishing, (6) marketing, and (7) home nursing. The majority of the forty girls in the study indicated a preference for food preparation and clothing construction. Some interest was shown in home nursing, home furnishing, and marketing.¹

Otto studied junior high school home economics programs in twelve western states for the purpose of drawing conclusions concerning probable changes in the junior high school homemaking programs. The investigator formulated the following generalizations about the homemaking programs: (1) patterns seemed stereotyped and were adaptations of senior high school programs; (2) most all programs were constructed for girls, very few programs included implications for homemaking for boys; (3) the homemaking guides emphasized units based on homemaking skills and some personal problems; and (4) limited literature has been written about the junior high school program.²

¹Vilena Landers, "Implications for Student Needs, Interests and Experiences for Planning Homemaking Education Curricula" (unpublished master's thesis, Oklahoma Agricultural and Mechanical College, 1956), p. 35.

²Arleen C. Otto, "An Expanding Concept of Junior High School Homemaking Programs" (unpublished Ph.D. dissertation, Columbia University, 1957), p. 101.

A questionnaire was developed and used by McCutcheon to investigate needs, problems, abilities, and interests of eighth grade girls. The greatest needs were expressed as wanting to achieve, to belong, and to make their own decisions. Activities which helped students to improve relationships with other persons were rated high. The problems indicated by the students were centered around health and physical development, relations with people, and boy-girl relations.¹

A 1960 White House Conference on Children and Youth concluded that junior high school students possess two extreme eating problems. Basically, boys eat everything they can, hoping to gain sufficient weight necessary to participate in contact sports. On the contrary, figure conscious girls eat little or nothing, and often their food selection is quite poor.² Such information could have implications for curriculum planning in home economics at the junior high school level.

Wilhelm conducted a study to determine the interests, needs, and problems relative to homemaking activities of girls in the seventh and eighth grade. Ninety per cent of the girls participating in the study indicated the greatest degree of interest in: managing time and money, being acceptable to their peer groups, getting along with their family, caring for their rooms, controlling weight and skin problems,

¹Mavis L. McCutcheon, "An Experimental Approach to Eighth Grade Curriculum Development in Home Economics" (unpublished master's thesis, Southern Illinois University, 1960), p. 51.

²Focus on Children and Youth (Washington: 1960 White House Conference on Children and Youth, 1960), p. 129.

personal grooming, and getting little children to behave. The girls indicated the least experience in relation to the following items: how to become acceptable to their peer group, how to handle emotions, buying practices, and weight and skin problems. In most of the areas, the seventh grade girls indicated a lower percentage of experience than did the eighth grade girls.¹

In 1965, Denning conducted a study to ascertain the recognized homemaking problems and interests of eighth grade girls in two counties of North Carolina. An inventory developed by the investigator was administered to one hundred and forty-nine eighth grade girls in ten randomly selected schools. The following items in the area of home-making were included: child care, clothing and grooming, family relations, foods, housing, and money management. Denning found that several topics ranked high enough to be included without question in the eighth grade curriculum. The following conclusions were reached:

In the area of foods, nutrition as related to personal appearance, understanding of foods, and some skills in food preparation were indicated to be of interest and to be problems of the girls. Problems in understanding self and the members of the family were evident in the family relations area. Understanding the development of the child rather than child care was a problem and of interest in the child development area. Students indicated a need for consumer education in the money management area. Although help with personal appearance was indicated to be a need, the students indicated a greater interest in garment construction in the clothing and grooming area. In the housing area, the girls

¹Lillian M. Wilhelm, "A Survey of the Interests, Problems, and Needs of Clear Creek Junior High School Girls for the Purpose of Planning a Homemaking Education Curriculum" (unpublished master's thesis, University of Houston, 1962), pp. 40-41.

responded that storage was a problem in their homes.¹

The review of literature indicated that determining activities, interests, and needs of boys and girls have implications for curriculum planning.

¹Mary Lou Denning, "Development of an Inventory to Ascertain the Problems and Interests Related to Home Economics of Eighth Grade Girls in Two Counties in North Carolina" (unpublished master's thesis, The University of North Carolina at Greensboro, 1965), pp. 33-34.

CHAPTER III

PROCEDURE

This study was designed to survey the activities, interests, and needs of junior high school students in North Carolina. The study was limited to students from one junior high school from each of the educational districts in North Carolina and was further limited to the students from one homeroom for each grade level--seventh, eighth, and ninth grade. The activities were limited to selected home, family, social, and personal activities as well as selected areas of possible problems encountered by young adolescents. The needs and interests that were identified were related to areas taught in home economics.

The Instrument

A questionnaire, based on the review of literature and other research studies, was developed to determine the activities, interests, and needs of seventh, eighth, and ninth grade boys and girls. The instrument was pre-tested with students in a junior high school homeroom to determine the clarity of the questions and the length of time required to complete the questionnaire. Minor changes were indicated, and revisions were made.

The questionnaire was composed of ten major sections. General information obtained from the first eight sections included: (1) age; (2) grade; (3) sex; (4) living arrangement; (5) father's occupation;

(6) mother's occupation, if employed; (7) highest level of education attained by parents; and (8) the person or persons responsible for making decisions about the activities and responsibilities that students assumed. Section nine consisted of sixty-nine items that referred to home, family, social, and personal activities as well as selected areas of possible problems. The students were instructed to circle the letter that best denoted the frequency with which they participated in a particular activity; "A = always", "O = occasionally", or "N = never". Section ten consisted of sixty-one items that sought to determine the degree of interest in and the need for learning about various topics taught in home economics. The students circled the letter that best described their interest in and need for learning about a particular topic; "M = much (high interest and great need)", "S = some (some interest and need)", and "L = little (little interest or need)".

Population and Sample

The state of North Carolina is divided into eight educational districts. Using the educational directory of North Carolina for 1968-69, the investigator located the junior high schools for each district and obtained the name of the principal for each school.¹ Only seven of the eight districts had junior high schools. One junior high school was randomly selected from each of the seven educational

¹North Carolina State Board of Education, North Carolina Educational Directory 1968-1969 (Raleigh, N. C.: State Department of Public Instruction, 1968), pp. 49, 61, 64, 83, 92, 96, 106.

districts. A letter was sent to the principal explaining the purposes of the study and seeking permission to contact a select group of students. The principal was also asked to send the names of the homeroom teachers for each grade level--seven, eight, and nine. One homeroom teacher's name for each grade level was randomly selected from each of the schools, thus giving a total of seven teachers selected for each of the three grade levels.

Collection of Data

The questionnaire, a cover letter that explained the purpose of the study and instructions for administering the questionnaire, and a self-addressed postage paid return envelope were mailed to each homeroom teacher the first week in May, 1969. All the questionnaires were returned by the middle of May. A total of 601 students completed the questionnaire: 206 seventh grade students, 197 eighth grade students, and 198 ninth grade students.

As the questionnaires were returned, responses were coded, and the data were analyzed. Percentages and frequencies were obtained for most items. The open-end items that allowed written responses were summarized. The employment status of the junior high school students' parents was categorized as to Warner's Occupational Classifications.¹ Major findings were identified and implications were stated.

¹Lloyd W. Warner, Marchia Meeker, and Kenneth Eells, Social Class in America (Chicago: Science Research Associates, Inc., 1949), pp. 140-41.

CHAPTER IV

ANALYSIS OF DATA

The major objectives of this study were: (1) to survey the activities, interests, and needs of junior high school students in North Carolina; (2) to identify the activities, interests, and needs that could have implications for home economics on the junior high school level; and (3) to compare the activities, interests, and needs identified by seventh, eighth, and ninth grade students. A questionnaire was developed to obtain information concerning the activities, interests, and needs of junior high school students.

The questionnaires were mailed to 21 homeroom teachers to be administered to their respective homeroom students. The data were obtained from 601 students. The analysis of data was presented in relation to the questionnaire information as follows:

1. A description of the junior high school students in terms of age; grade; sex; living arrangement; father's occupation; mother's occupation, if employed; highest level of education attained by parents; and the person or persons who decided responsibilities that students assumed was presented.
2. The degree of participation in home, family, social, and personal activities of seventh, eighth, and ninth grade students was compared.

3. The degree of interest in and need for learning about various topics were compared for seventh, eighth, and ninth grade students.

Description of Junior High School Students

The population of this study was limited to seventh, eighth, and ninth grade students from one junior high school in each of seven educational districts in North Carolina. One educational district was not represented in the study because there were no junior high schools in the district. One homeroom from each grade level--seventh, eighth, and ninth--was selected from each school.

Ages of Junior High School Students

Approximately one-third of the students were at each of the grade levels. More than one-half, 62.1 per cent, of seventh grade boys and girls were 13 years of age (Table 1). More than one-half, 57.8 per cent, of eighth grade boys and girls were 14 years of age. Similarly, more than one-half, 57.2 per cent, of ninth grade boys and girls were 15 years of age. Approximately the same distribution was evident at each grade level.

Living Arrangement of Junior High School Students

The data concerning the living arrangements of the junior high school students were secured. Seventy per cent or more of the junior high school students lived with their mother and father (Table 2). Less than 2 per cent lived with only their father, 12.7 per cent lived

TABLE 1

PERCENTAGE OF AGES OF JUNIOR HIGH SCHOOL STUDENTS

Age	Seventh Grade (206)	Eighth Grade (197)	Ninth Grade (198)
12	28.6	0.0	0.0
13	62.1	28.3	0.0
14	8.3	57.8	38.7
15	1.0	11.9	57.2
16	0.0	2.0	3.1
17	0.0	0.0	1.0

TABLE 2

PERCENTAGE OF RESPONSES TO LIVING ARRANGEMENT
OF SEVENTH, EIGHTH, AND NINTH
GRADE BOYS AND GIRLS

Live with	Seventh Grade		Eighth Grade		Ninth Grade	
	Boys (101)	Girls (105)	Boys (93)	Girls (104)	Boys (96)	Girls (102)
Mother and Father	84.0	71.3	71.0	71.1	83.3	82.4
Father	1.0	3.7	0.0	1.0	1.0	1.0
Mother	8.0	10.8	16.1	19.2	9.4	9.8
Grandparents . .	0.0	1.0	3.2	1.0	1.0	0.0
Father and Step- mother	0.0	2.8	0.0	0.0	0.0	1.0
Mother and Step- father	4.0	9.4	5.4	4.8	3.2	4.8
Foster parents .	1.0	0.0	0.0	1.9	0.0	1.0
Others	2.0	1.0	4.3	1.0	2.1	0.0

TABLE 2

PERCENTAGE OF RESPONSES TO LIVING ARRANGEMENT
OF SEVENTH, EIGHTH, AND NINTH
GRADE BOYS AND GIRLS

Live with	Seventh Grade		Eighth Grade		Ninth Grade	
	Boys (101)	Girls (105)	Boys (93)	Girls (104)	Boys (96)	Girls (102)
Mother and Father	84.0	71.3	71.0	71.1	83.3	82.4
Father	1.0	3.7	0.0	1.0	1.0	1.0
Mother	8.0	10.8	16.1	19.2	9.4	9.8
Grandparents . .	0.0	1.0	3.2	1.0	1.0	0.0
Father and Step- mother	0.0	2.8	0.0	0.0	0.0	1.0
Mother and Step- father	4.0	9.4	5.4	4.8	3.2	4.8
Foster parents .	1.0	0.0	0.0	1.9	0.0	1.0
Others	2.0	1.0	4.3	1.0	2.1	0.0

with only their mother, and 5.3 per cent lived with their mother and stepfather. A few students indicated other living arrangements.

Employment Status of Junior High School Students' Fathers

The employment status of the student's father was categorized as to Warner's Occupational Classifications (Table 3). Eighty-four junior high school students' fathers, 14.0 per cent, were professionals. Sixty-eight, 11.3 per cent, of the fathers were proprietors and managers; one hundred sixteen, 19.3 per cent, were business men; fifty-four, 9.0 per cent, were clerk and kindred workers, etc.; one hundred forty-six, 24.3 per cent, were manual workers; two, .3 per cent, were farmers. There were two, .3 per cent, who were retired; five, .8 per cent, who were unemployed; ten, 1.7 per cent, who were deceased; and fifty-two, 8.7 per cent, who gave no response.

Employment Status of Junior High School Students' Mothers

More than one-half of the mothers of the seventh and eighth grade students were employed, 52.9 per cent and 59.7 per cent respectively (Table 4). Less than one half, 44.9 per cent, of the mothers of ninth grade students were employed.

TABLE 3

PERCENTAGE OF RESPONSES TO OCCUPATION OF FATHERS
OF JUNIOR HIGH SCHOOL STUDENTS

Occupation	Responses	
	Number (601)	Per Cent
Professionals	84	14.0
Proprietors and Managers.	68	11.3
Business Men.	116	19.3
Clerk and Kindred Workers, Etc. .	54	9.0
Manual Workers.	146	24.3
Protective and Service Workers. .	62	10.3
Farmers	2	.3
Retired	2	.3
Unemployed.	5	.8
Deceased.	10	1.7
No response	52	8.7

TABLE 4

PERCENTAGE OF MOTHERS EMPLOYED OF JUNIOR
HIGH SCHOOL STUDENTS

Mother employed	Seventh Grade (206)	Eighth Grade (197)	Ninth Grade (198)
Yes	52.9	59.7	44.9
No	47.1	40.3	55.1

The employment status of the student's mother was also categorized as to Warner's Occupational Classifications (Table 5). Fifty-three, 8.8 per cent, of the students' mothers were professionals. Ten, 1.6 per cent, of the mothers were proprietors and managers; six, 1.0 per cent, were business women; one hundred forty-seven, 24.5 per cent, were clerk and kindred workers, etc.; sixty-two, 10.3 per cent, were manual workers; thirty-seven, 6.2 per cent, were protective or service workers; two hundred eighty-five, 47.4 per cent, were unemployed; and one, .2 per cent, was deceased.

Educational Attainment of Parents

The junior high school students were requested to indicate the highest level of education their parents had attained. Data concerning educational attainment were categorized into the following levels: some grade school, completed grade school, some high school, graduated from high school, vocational or business school, junior

TABLE 5

PERCENTAGE OF RESPONSES TO OCCUPATION OF MOTHERS
OF JUNIOR HIGH SCHOOL STUDENTS

Occupation	Response	
	Number (601)	Per Cent
Professionals	53	8.8
Proprietors and Managers.	10	1.6
Business Women.	6	1.0
Clerk and Kindred Workers, Etc. . .	147	24.5
Manual Workers.	62	10.3
Protective and Service Workers. . .	37	6.2
Unemployed.	285	47.4
Deceased.	1	.2

college, some college, graduated from college, master's degree, completed doctorate or professional degree, and I don't know.

Less than one-fifth, 18.5 per cent, of the seventh grade students' fathers had not completed high school as compared to the eighth grade, with 22.9 per cent, and the ninth grade, with 27.8 per cent, who had not completed high school (Table 6).

Over one-half, 59.1 per cent, of the ninth grade students indicated that their fathers had completed high school and/or advanced degrees while 54.9 per cent of the seventh grade, and 48.9 per cent of the eighth grade students' fathers had completed high school and/or advanced degrees. Slightly more than one-fourth, 22.6 per cent, of the students did not know the educational attainment of their fathers.

The same percentage of mothers and fathers of seventh grade students, 18.5 per cent, did not complete high school (Table 7). The eighth, 23.2 per cent, and the ninth grade, 21.9 per cent, exceeded the seventh grade with percentage of students' mothers that did not complete high school.

Slightly more than two-thirds, 69.6 per cent, of the ninth grade students indicated that 69.6 per cent of their mothers had completed high school and/or advanced degrees. The eighth grade students indicated 56.5 per cent while the seventh grade students revealed that 56.8 per cent of their mothers had completed high school and/or advanced degrees. Less than one-fifth, 17.8 per cent, of the students did not know the educational level of their mothers.

TABLE 6

PERCENTAGE OF RESPONSES TO THE HIGHEST DEGREE OF
EDUCATION OF FATHERS OF JUNIOR
HIGH SCHOOL STUDENTS

Education	Seventh Grade (206)	Eighth Grade (197)	Ninth Grade (198)
Some grade school. . .	2.0	5.1	5.6
Completed grade school	2.4	3.1	4.0
Some high school . . .	14.1	14.7	18.2
Graduated from high school.	21.9	22.9	18.3
Vocational or business school. . .	2.4	2.1	5.6
Junior college	1.0	.5	2.0
Some college	6.3	6.1	6.5
Graduated from college	16.6	13.4	17.0
Master's degree . . .	3.9	1.3	2.1
Completed doctorate or professional degree	2.8	2.6	7.6
I don't know	26.6	28.2	13.1

TABLE 7

PERCENTAGE OF RESPONSES TO THE HIGHEST DEGREE OF
EDUCATION OF MOTHERS OF JUNIOR
HIGH SCHOOL STUDENTS

Education	Seventh Grade (206)	Eighth Grade (197)	Ninth Grade (198)
Some grade school. . .	1.0	1.5	2.4
Completed grade school	4.4	4.0	.5
Some high school . . .	13.1	17.7	19.0
Graduated from high school.	26.7	34.2	36.6
Vocational or business school. . .	4.9	5.9	4.0
Junior college5	1.1	3.5
Some college	7.3	3.0	6.0
Graduated from college.	16.0	9.2	19.0
Master's degree9	2.6	.5
Completed doctorate or professional degree5	.5	0.0
I don't know	24.7	20.3	8.5

Decisions Made Concerning Activities and Responsibilities
the Junior High School Student Assumed

The junior high school students were asked to state the person or persons responsible for making decisions concerning the activities and responsibilities they assumed. It was determined that 49.5 per cent of the seventh grade boys' decisions were made by both parents (Table 8). Only 35.5 per cent of eighth grade boys and 36.5 of ninth grade boys indicated that both parents made the decisions about activities and responsibilities.

Slightly more than one-third, 35.6 per cent, of the seventh grade boys, 37.6 per cent of the eighth grade boys, and 37.5 per cent of the ninth grade boys stated that the decisions made concerning the activities and responsibilities they assumed were made by them and their parents.

The junior high school girls indicated that more decisions were made by themselves and their parents concerning the activities and responsibilities they participated in than was evident for junior high school boys. The seventh grade revealed 45.7 per cent, the eighth grade 50.0 per cent, while the ninth grade revealed 52.9 per cent of the students' decisions were made cooperatively. Less than one-third of the decisions were made by parents only.

Mothers made more of the decisions than did the fathers for both the boys and the girls. More eighth grade boys made their own decisions than the other groups of boys and girls. Decisions were made by mothers and stepfathers of seventh grade girls more often

TABLE 8

PERCENTAGE OF RESPONSES TO WHO DECIDES WHAT ACTIVITIES
AND RESPONSIBILITIES SEVENTH, EIGHTH, AND
NINTH GRADE BOYS AND GIRLS ASSUME

	Seventh Grade		Eighth Grade		Ninth Grade	
	Boys	Girls	Boys	Girls	Boys	Girls
Mother	5.9	8.6	10.8	13.5	9.4	13.7
Father	4.0	3.8	2.2	1.9	3.1	1.0
Both parents	49.5	28.6	35.5	28.9	36.5	27.5
Father and Step- mother	0.0	1.9	1.1	0.0	1.0	2.0
Mother and Step- father	1.0	5.7	3.2	1.0	0.0	1.0
Foster parents . . .	2.0	0.0	0.0	1.9	0.0	0.0
Grandparents	0.0	1.0	1.1	1.0	1.0	0.0
Brother(s) or sister(s)	0.0	1.0	0.0	1.0	0.0	0.0
You and your parents	35.6	45.7	37.6	50.0	37.5	52.9
You and your brother(s) and sister(s)	1.0	2.9	0.0	0.0	8.3	1.0
You "on your own". .	1.0	0.0	5.4	0.0	3.1	1.0
Others	0.0	0.0	3.2	1.0	0.0	0.0

than for other groups.

Degree of Participation in Activities by
Junior High School Students

Students were requested to indicate the degree: "always", "occasionally", or "never",--to which they participated in various home, family, social, and personal activities. Approximately ninety per cent of the seventh, eighth, and ninth grade girls "always" "choose my own friends" (Table 9). The activity, "obtain permission before going out", was the second highest item signified by girls at all grade levels as "always" doing.

There was a decrease in the degree of participation as the girls advanced according to grade level in the following activities: set the table, wash the car, mow the lawn, share in family decisions, consult with mother when making decisions, eat breakfast as a family group, attend sports activities, attend movies, attend church, watch television, listen to stereo, listen to hi-fi, enjoy activities with family, and go out with a group of girls. There was also a decrease in the degree of participation in: spending most of my money for social activities, save some of the money I earn, disagree with parents on hair style, and discuss problems with parents.

Activities in which participation increased as the girls advanced according to grade level included: make my bed, prepare

TABLE 9
PERCENTAGE OF RESPONSES TO DEGREES OF PARTICIPATION
IN SELECTED ACTIVITIES BY SEVENTH,
EIGHTH, AND NINTH GRADE GIRLS

Activity	Seventh Grade N = 105			Eighth Grade N = 104			Ninth Grade N = 102		
	A	O	N	A	O	N	A	O	N
Make my bed.	62.9	36.1	1.0	65.4	34.6	0.0	74.5	24.5	1.0
Clean my room.	71.4	28.6	0.0	75.0	24.0	1.0	68.6	30.4	1.0
Clean the floors	14.3	65.7	20.0	21.2	69.2	9.6	17.7	64.7	17.7
Wash the dishes.	43.8	50.5	5.7	45.2	51.9	2.9	44.1	52.0	3.9
Buy the groceries.	1.0	50.5	48.6	1.0	53.9	45.1	1.0	43.1	55.9
Plan the meals	5.0	57.0	38.1	3.9	56.7	39.4	5.0	57.8	37.3
Prepare snacks	37.1	57.1	5.7	36.5	55.5	8.0	40.2	55.9	3.9
Prepare meals	2.9	75.2	21.9	3.9	81.7	14.4	8.8	80.4	10.8
Set the table	51.5	45.5	2.9	45.2	53.9	1.0	41.2	57.8	1.0
Clear the table.	44.8	54.3	1.0	40.4	58.0	1.6	45.1	51.0	3.9
Launder the clothes.	3.8	45.7	50.5	8.7	67.3	24.0	8.8	52.0	39.2

TABLE 9--Continued

Activity	Seventh Grade N = 105			Eighth Grade N = 104			Ninth Grade N = 102		
	A	O	N	A	O	N	A	O	N
Iron clothes.	17.1	71.4	11.4	19.2	76.0	4.8	23.5	67.7	8.8
Repair my clothes	17.1	51.4	31.4	22.1	58.7	19.2	27.5	51.0	21.0
Buy my clothes.	13.3	58.1	28.6	24.0	57.7	18.3	29.4	63.7	6.9
Alter clothes	12.4	35.2	52.4	20.2	52.9	26.9	15.7	46.1	38.2
Wash the car.	8.6	73.3	18.1	2.9	66.4	30.8	2.0	71.6	26.5
Mow the lawn.	16.2	48.6	35.2	13.5	40.4	46.2	9.8	50.1	39.2
Care for the garden	8.6	43.8	47.6	10.6	43.3	46.2	2.0	35.3	62.8
Care for children	28.6	56.2	15.2	29.8	56.7	13.5	31.4	59.9	13.7
Babysit	15.2	72.4	12.4	26.9	61.5	11.5	29.4	57.8	12.8
Share in family decisions .	45.7	52.4	1.9	35.6	58.7	5.8	28.4	66.7	4.9
Consult with mother when making decisions.	51.4	42.9	5.7	49.0	44.2	6.7	42.2	52.0	5.9
Consult with father when making decisions.	21.9	61.9	16.2	23.1	47.1	29.8	20.6	57.9	21.6

TABLE 9--Continued

Activity	Seventh Grade N = 105			Eighth Grade N = 104			Ninth Grade N = 102		
	A	O	N	A	O	N	A	O	N
Eat breakfast as a family group	37.1	45.7	17.1	33.7	50.0	16.4	31.4	50.0	19.6
Eat dinner as a family group	71.4	25.7	2.9	67.3	28.9	3.9	76.5	21.6	2.0
Help with farm chores . . .	3.8	17.1	79.0	8.7	9.6	81.7	2.0	9.8	88.3
Choose my own friends . . .	89.5	9.5	1.0	90.4	7.7	1.9	93.1	6.9	0.0
Entertain my friends at home	40.0	55.2	4.8	44.2	53.9	1.9	35.2	64.7	0.0
Obtain permission before going out	81.0	17.1	1.9	77.9	20.2	1.9	86.3	13.7	0.0
Go out on school nights . .	6.7	59.0	34.3	3.9	71.1	25.0	3.9	73.5	22.6
Go out on week-end nights .	35.2	50.5	14.3	40.4	54.8	4.8	48.0	51.0	2.0
Agree with parents on "curfew time"	56.2	34.3	9.5	56.7	34.6	8.7	54.9	31.4	13.7
Attend sports activities . .	42.9	50.5	6.6	38.5	58.6	2.9	32.4	65.7	2.0

TABLE 9--Continued

Activity	Seventh Grade N = 105			Eighth Grade N = 104			Ninth Grade N = 102		
	A	O	N	A	O	N	A	O	N
Attend club meetings	26.7	38.1	35.2	13.5	48.1	38.5	23.5	50.0	26.5
Attend movies	29.5	67.6	2.9	23.0	75.0	2.0	16.7	80.4	2.9
Attend concerts	6.7	59.0	34.3	2.0	51.0	47.1	3.9	48.0	48.0
Attend plays	4.8	61.0	34.3	0.0	62.5	37.5	3.9	56.9	39.2
Attend lectures	1.0	50.5	48.6	3.9	37.5	58.7	2.9	33.3	63.7
Attend church	76.2	21.0	2.9	74.0	25.0	1.0	73.5	24.5	2.0
Watch television	79.1	19.1	1.9	67.3	31.7	1.0	57.8	41.2	1.0
Listen to radio	75.2	22.9	1.9	76.1	22.5	1.4	66.0	33.0	1.0
Listen to stereo	57.1	38.1	4.8	54.8	38.5	6.7	45.1	45.1	9.8
Listen to hi-fi	47.6	36.2	16.2	47.1	44.2	8.7	38.2	43.1	18.6
Read newspapers	41.9	53.3	4.8	35.6	61.5	2.9	52.9	42.2	4.9
Read magazines	45.7	52.4	1.9	37.5	62.5	0.0	46.1	50.0	3.9
Go out on dates	3.8	28.6	67.6	7.7	50.0	42.3	16.7	44.1	39.2

TABLE 9--Continued

Activity	Seventh Grade N = 105			Eighth Grade N = 104			Ninth Grade N = 102		
	A	O	N	A	O	N	A	O	N
Date boys or girls older than I.	9.5	15.2	75.2	15.4	33.7	51.0	26.5	30.4	43.1
Go steady	6.7	31.4	61.9	8.7	49.0	42.3	10.8	49.0	40.2
Enjoy activities with family.	54.3	41.0	4.8	43.3	53.9	2.9	32.3	60.8	6.9
Go out with a group of boys.	6.7	26.7	66.7	3.9	31.7	64.4	4.9	26.5	68.6
Go out with a group of girls	39.0	53.3	7.6	30.8	66.4	2.9	25.5	73.5	1.0
Go out with a group of boys and girls.	29.5	47.6	22.9	26.0	65.4	8.7	29.4	63.7	6.9
Work outside the home . . .	18.1	63.8	18.1	11.5	69.2	19.2	9.8	53.9	36.3
Earn my own spending money	22.9	49.5	27.6	19.2	46.2	34.6	17.7	52.9	29.4
Earn and contribute money to family	4.8	38.1	57.1	4.8	43.3	51.9	1.0	27.5	71.6

TABLE 9--Continued

Activity	Seventh Grade N = 105			Eighth Grade N = 104			Ninth Grade N = 102		
	A	O	N	A	O	N	A	O	N
Spend most of my money for clothes	14.3	42.9	42.9	14.4	52.9	32.7	19.6	42.1	38.2
Spend most of my money for social activities . . .	22.9	51.4	25.7	18.1	58.0	24.0	15.7	64.7	19.6
Save some of my allowance . .	40.0	38.0	21.9	40.4	34.6	25.0	34.3	38.2	27.5
Save some of the money I earn.	55.2	34.3	10.5	43.3	44.2	12.5	39.2	41.2	19.6
Receive an allowance.	45.7	31.4	22.9	40.4	25.0	34.6	43.1	26.5	30.4
Disagree with parents on make-up	21.9	38.1	40.0	22.1	36.5	41.4	15.7	46.1	39.2
Disagree with parents on hair style.	24.8	43.8	31.4	22.1	46.2	31.7	16.7	38.2	45.1
Disagree with parents on clothing.	20.0	51.4	28.6	24.0	60.6	15.4	17.7	61.8	20.6
Disagree with parents on friends	11.4	41.9	46.7	15.4	50.0	34.6	10.8	54.9	34.3

TABLE 9--Continued

Activity	Seventh Grade N = 105			Eighth Grade N = 104			Ninth Grade N = 102		
	A	O	N	A	O	N	A	O	N
Discuss problems with parents	41.0	49.5	9.5	28.9	59.6	11.5	27.5	52.9	19.6
Discuss problems with brother(s) and sister(s)	22.9	33.9	42.9	20.2	43.3	36.5	21.6	45.1	33.3
Discuss problems with friends	30.5	54.3	15.2	36.5	57.7	5.8	42.2	54.9	2.9
Discuss problems with teachers	1.0	44.8	54.3	3.9	43.3	52.9	2.9	48.0	49.0
Discuss problems with other adults (neighbor, relatives, etc.)	1.9	53.3	44.8	3.9	51.0	45.2	1.0	52.9	46.1

meals, launder the clothes, iron clothes, repair my clothes, buy my clothes, care for children, babysit, choose my friends, go out on week-end nights, and go out on dates. An increase was also shown in the degree of participation in the following activities: date boys or girls older than I, go steady, spend most of my money for clothes, and discuss problems with friends.

Eighth grade girls showed a higher degree of participation than did the seventh or ninth grade girls in the following activities: clean my room, alter clothes, care for garden, consult with father when making decisions, help with farm chores, entertain my friends at home, listen to radio, work outside the home, earn my own spending money, save some of my allowance, disagree with parents on make-up; disagree with parents on clothing, and disagree with parents on friends. Other items in which eighth grade girls excelled in the degree of participation were: discuss problems with other adults, clean the floors, attend lectures, and discuss problems with teachers.

Over eighty per cent of the junior high school boys indicated that they "always" "choose my own friends"(Table 10). This item ranked the highest in the list of activities to which they responded. There was a decrease in the degree of participation as the boys advanced, according to the grade level, in the following activities: care for garden, consult with mother when making decisions, consult with father when making decisions, entertain friends at home, obtain permission before going out, attend church, watch television, listen to radio, listen to stereo, listen to hi-fi, enjoy activities with family, go out with a group of boys, go out with a group of girls, and

TABLE 10
PERCENTAGE OF RESPONSES TO DEGREES OF PARTICIPATION
IN SELECTED ACTIVITIES BY SEVENTH,
EIGHTH, AND NINTH GRADE BOYS

Activity	Seventh Grade N = 101			Eighth Grade N = 93			Ninth Grade N = 96		
	A	O	N	A	O	N	A	O	N
Make my bed	41.6	54.5	4.0	37.6	52.7	9.7	39.6	53.1	7.3
Clean my room	47.5	50.5	2.0	37.6	58.1	4.3	43.8	55.2	1.0
Clean the floors	12.9	55.5	31.7	9.7	49.5	40.9	10.4	57.3	32.3
Wash the dishes	6.9	62.4	30.7	8.6	60.2	31.2	9.4	62.5	28.1
Buy the groceries	5.9	31.7	62.4	3.2	26.9	69.9	4.2	40.6	55.2
Plan the meals	2.0	28.7	69.3	2.2	19.4	78.5	2.1	30.2	67.7
Prepare snacks	50.5	44.6	5.0	26.9	53.8	19.4	33.3	61.5	5.2
Prepare meals	3.0	49.5	47.5	3.2	37.6	59.1	3.1	50.0	46.9
Set the table	14.9	71.3	13.9	5.4	73.1	21.5	9.4	68.8	21.9
Clear the table	14.9	69.3	15.8	6.5	66.7	26.9	10.4	65.6	24.0

TABLE 10--Continued

Activity	Seventh Grade N = 101			Eighth Grade N = 93			Ninth Grade N = 96		
	A	O	N	A	O	N	A	O	N
Launder the clothes	5.0	23.8	71.3	1.1	21.5	77.4	1.0	24.0	75.0
Iron clothes	3.0	28.7	68.3	4.3	32.3	63.5	4.2	37.5	58.3
Repair clothes	5.0	27.7	67.3	7.5	28.0	64.5	6.3	33.3	60.4
Buy my clothes	13.9	58.4	27.7	24.7	54.9	20.4	31.3	56.3	12.5
Alter clothes	9.9	15.8	74.3	5.4	25.8	68.8	6.3	20.8	73.0
Wash the car	30.7	58.4	10.9	37.6	51.6	10.8	30.2	59.4	10.4
Mow the lawn	68.3	24.8	6.9	71.0	22.6	6.5	68.8	27.0	4.2
Care for the garden . . .	29.7	32.7	37.6	18.3	36.6	45.2	17.7	35.4	46.9
Care for children	13.9	55.5	30.7	6.5	46.2	47.3	9.4	50.0	40.6
Babysit	5.0	42.6	52.5	5.8	40.4	53.8	3.1	41.7	55.2
Share in family decisions	23.8	70.3	5.9	25.8	65.6	8.6	29.1	65.6	5.2
Consult with mother when making decisions .	37.6	55.5	6.9	31.2	57.0	11.8	20.8	75.0	4.2

TABLE 10--Continued

Activity	Seventh Grade N = 101			Eighth Grade N = 93			Ninth Grade N = 96		
	A	O	N	A	O	N	A	O	N
Consult with father when making decisions. . .	34.7	55.5	9.9	23.7	58.1	18.3	20.8	67.8	11.5
Eat breakfast as a family group	44.5	49.5	5.9	48.4	39.8	11.8	42.7	42.7	14.6
Eat dinner as a family group.	59.4	39.6	1.0	63.4	30.1	6.5	67.7	28.1	4.2
Help with farm chores. . .	10.9	21.8	67.3	12.9	18.3	68.8	7.3	16.7	76.0
Choose my own friends. . .	82.2	13.9	4.0	88.2	10.8	1.1	87.5	8.3	4.2
Entertain my friends at home.	44.6	51.5	4.0	30.1	60.2	9.7	24.0	68.8	7.3
Obtain permission before going out.	58.4	32.7	9.0	54.8	38.7	6.5	47.9	46.9	5.2
Go out on school nights. .	10.9	74.3	14.9	11.8	63.4	24.7	7.3	81.3	11.5
Go out on week-end nights.	50.5	47.5	2.0	49.5	48.4	2.2	53.1	45.8	1.0

TABLE 10--Continued

Activity	Seventh Grade N = 101			Eighth Grade N = 93			Ninth Grade N = 96		
	A	O	N	A	O	N	A	O	N
Agree with parents on "curfew time"	43.6	39.6	16.8	36.6	44.1	19.4	37.5	44.8	17.7
Attend sports activities .	61.4	37.6	1.0	44.1	52.7	3.2	42.7	54.2	3.1
Attend club meetings . . .	23.8	45.5	30.7	14.0	31.1	54.8	18.8	43.8	37.5
Attend movies	28.7	66.3	5.0	37.6	59.1	3.3	15.6	81.3	3.1
Attend concerts	4.0	46.5	49.5	1.1	37.6	61.3	5.2	37.5	57.3
Attend plays	2.0	46.5	51.5	1.1	44.0	54.8	1.0	44.8	54.2
Attend lectures	5.0	39.6	55.5	2.2	35.5	62.4	3.1	29.2	67.7
Attend church	69.3	29.7	1.0	61.3	32.3	6.5	57.3	39.6	3.1
Watch television	76.2	20.8	3.0	74.2	25.8	0	58.3	40.6	1.0
Listen to radio	58.4	38.6	3.0	54.8	43.0	2.2	50.0	47.9	2.1
Listen to stereo	43.6	48.5	8.0	33.3	54.8	11.8	31.3	55.2	13.5

TABLE 10--Continued

Activity	Seventh Grade N = 101			Eighth Grade N = 93			Ninth Grade N = 96		
	A	O	N	A	O	N	A	O	N
Listen to hi-fi.	41.6	44.6	13.9	30.1	49.5	20.4	24.0	57.3	18.8
Read newspapers.	48.5	42.6	8.9	45.2	51.6	3.2	56.3	41.7	2.1
Read magazines	43.6	54.5	2.0	38.7	59.1	2.2	43.8	52.1	4.2
Go out on dates.	9.9	34.7	55.5	17.2	51.6	31.2	15.6	61.5	22.9
Date boys or girls older than I	4.0	20.8	75.3	6.5	36.6	57.0	0.0	36.5	63.5
Go steady.	3.0	40.6	56.4	14.0	44.1	41.9	9.4	47.9	42.7
Enjoy activities with family	63.4	33.7	3.0	37.6	55.9	6.5	34.4	62.5	3.1
Go out with a group of boys.	34.7	55.5	9.9	32.3	54.8	12.9	27.1	65.6	7.3
Go out with a group of girls	11.9	36.6	51.5	7.5	50.5	41.9	7.3	44.8	47.9
Go out with a group of boys and girls. . .	15.8	69.3	14.9	18.3	64.5	17.2	17.7	71.9	10.4

TABLE 10--Continued

Activity	Seventh Grade N = 101			Eighth Grade N = 93			Ninth Grade N = 96		
	A	O	N	A	O	N	A	O	N
Work outside the home. .	43.6	46.5	9.9	45.2	43.0	11.8	22.9	64.6	12.5
Earn my own spending money.	31.7	50.5	17.8	33.3	52.7	14.0	32.3	50.0	17.7
Earn and contribute money to family. . . .	7.9	41.6	50.5	9.7	34.4	55.9	5.2	36.5	58.3
Spend most of my money for clothes. . .	5.9	34.7	59.4	16.1	35.5	48.4	15.6	35.4	49.0
Spend most of my money for social activities. .	22.8	46.5	30.7	18.3	64.5	17.2	18.8	57.3	24.0
Save some of my allowance.	42.6	34.7	22.8	29.0	40.9	30.1	45.8	31.3	23.0
Save some of the money I earn	49.5	40.6	9.9	50.5	40.9	8.6	57.3	34.4	8.3
Receive an allowance . .	51.5	17.8	30.7	43.0	23.7	33.3	40.6	28.1	31.3
Disagree with parents on make-up	7.9	20.8	71.3	7.5	34.4	58.0	7.3	20.8	71.9
Disagree with parents on hair style.	32.7	33.7	33.7	36.6	41.9	21.5	32.3	42.7	25.0

TABLE 10--Continued

Activity	Seventh Grade N = 101			Eighth Grade N = 93			Ninth Grade N = 96		
	A	O	N	A	O	N	A	O	N
Disagree with parents on clothing	19.8	54.5	25.7	22.6	53.8	23.7	19.8	55.2	25.0
Disagree with parents on friends	9.9	52.5	37.6	17.2	55.9	26.9	12.5	53.1	34.4
Discuss problems with parents	31.7	56.4	11.9	23.7	65.6	10.8	29.2	66.7	4.2
Discuss problems with brother(s) and sister(s)	17.8	43.6	38.6	14.0	38.7	47.3	14.6	43.8	41.7
Discuss problems with friends	9.9	66.3	23.8	9.7	74.2	16.1	18.8	67.7	13.5
Discuss problems with teachers	5.0	41.6	53.5	3.2	50.5	46.2	4.2	40.6	55.2
Discuss problems with other adults (neighbor, relatives, etc.) . . .	2.0	53.5	44.6	3.2	49.5	47.3	7.3	44.8	47.9

receive an allowance.

The degree of participation in the following activities increased as the boys advanced according to grade level: wash the dishes, buy my clothes, share in family decisions, eat dinner as a family group, and attend sports activities. Other activities which increased were: save some of the money I earn and discuss problems with other adults.

More boys ate breakfast as a family group than did girls. Conversely, junior high school girls ate dinner as a family group more often than did the junior high school boys.

Eighth grade boys signified a greater degree of participation in the following activities than did the seventh or ninth grade boys: prepare meals, repair clothes, mow the lawn, choose my own friends, go out on dates, and go steady. Other activities in which eighth grade boys participated into a greater extent were: earn my own spending money, spend most of my money for clothes, disagree with parents on friends, wash the car, babysit, eat breakfast as a family group, help with farm chores, go out on school nights, attend movies, date boys or girls older than I, earn and contribute money to family, and disagree with parents on hair style.

Interests and Needs of Junior High School Students

Students were requested to denote their degree of interest in and need for learning about topics that related to the various areas of study in home economics. The choice of degrees included "much"

(high interest and great need), "some" (some interest and need), or "little" (little interest or need). Caring for my hair and taking care of my complexion were the two topics of greatest interest and most need for learning about as expressed by all junior high school girls (Table 11).

There was a decrease in interests and need for learning about the following topics as the girls advanced according to grade level: using social skills; spending money wisely; getting along with my friends; getting along with my family; using household equipment; caring for my clothes; entertaining children; selecting clothes for various occasions; preparing snacks for friends, family, and myself; managing my money; entertaining at home; choosing foods for good health and appearance; selecting clothing accessories wisely; and caring for my room. Other topics in which junior high school girls showed a decrease in interest and need for were: using clothing accessories wisely, accepting responsibilities as a family member, accepting responsibilities as a community member, caring for children, developing better study habits, getting along with girls, setting an attractive table, making my own room more attractive, planning recreational activities for my friends, creating inexpensive family fun, making the home safe from accidents, understanding older people, and how values guide conduct.

Caring for my finger nails, sewing for myself, sewing for my family, and directing household help were the only topics in which eighth grade girls exceeded seventh and ninth grade girls in their degree of interest and need for learning. There was a gradual increase in the

TABLE 11

PERCENTAGE OF RESPONSES TO DEGREES OF INTEREST AND
NEED IN SELECTED TOPICS BY SEVENTH,
EIGHTH, AND NINTH GRADE GIRLS

Topic	Seventh Grade N = 105			Eighth Grade N = 104			Ninth Grade N = 102		
	M	S	L	M	S	L	M	S	L
Using social skills.	44.8	48.6	6.7	37.5	53.9	8.7	35.3	54.9	9.8
Controlling my emotions.	54.3	37.1	8.6	43.3	51.9	4.9	48.0	47.1	4.9
Spending my money wisely	50.5	35.2	14.3	46.2	37.5	16.4	40.2	53.9	5.9
Getting along better with brother(s) and/or sister(s).	37.1	36.2	26.7	41.4	39.4	19.2	43.1	39.2	17.7
Getting along with my friends.	70.5	25.7	3.8	66.4	25.0	8.7	56.9	34.3	8.8
Getting along with my family	72.4	19.1	8.6	70.2	23.1	6.7	54.9	38.2	6.9
Choosing my own clothes.	59.1	25.7	15.2	59.6	28.9	11.5	59.8	32.4	7.8
Caring for my hair	81.9	14.3	3.8	75.0	13.5	11.5	76.5	16.7	6.9
Using household equipment.	30.5	49.5	20.0	28.9	58.7	12.5	28.4	53.9	17.7

TABLE 11--Continued

Topic	Seventh Grade N = 105			Eighth Grade N = 104			Ninth Grade N = 102		
	M	S	L	M	S	L	M	S	L
Caring for my clothes. . . .	69.5	22.9	7.6	62.5	27.9	9.6	61.8	30.4	7.8
Taking care of my complexion	77.1	17.1	5.7	75.0	18.3	6.7	75.5	14.7	9.8
Choosing a career.	45.7	31.4	22.9	52.9	33.7	13.5	60.8	31.4	7.8
Planning a wardrobe.	47.6	32.4	20.0	48.1	39.4	12.5	52.9	42.2	4.9
Cooking meals.	31.4	45.7	22.9	23.1	59.6	17.3	25.5	55.9	18.6
Using the sewing machine . .	37.1	32.4	30.5	35.6	42.3	22.1	36.3	32.4	31.4
Becoming a better groomed person	65.7	26.7	7.6	65.4	27.9	6.7	59.8	34.3	5.9
Making a simple garment. . .	38.1	35.2	26.7	29.8	54.8	15.4	32.4	40.2	27.5
Entertaining children. . . .	53.3	33.3	13.3	41.4	38.5	20.2	38.2	42.2	19.6
Selecting clothes for various occasions	67.6	24.8	7.6	61.5	26.9	11.5	59.8	31.4	8.8
Preparing snacks for friends, family, and myself	59.1	30.5	10.5	45.2	35.6	19.2	33.3	46.1	20.6

TABLE 11--Continued

Topic	Seventh Grade N = 105			Eighth Grade N = 104			Ninth Grade N = 102		
	M	S	L	M	S	L	M	S	L
Managing my money.	54.3	40.0	5.7	44.2	42.3	13.5	40.2	48.0	11.8
Entertaining at home	39.1	47.6	13.3	36.5	50.0	13.5	29.4	56.9	13.7
Choosing foods for good health and appearance. . .	35.2	41.9	22.9	34.6	51.0	14.4	32.4	49.0	18.6
Selecting clothing accessories wisely	62.9	26.7	10.5	53.9	33.7	12.5	48.0	43.1	8.8
Caring for my own room . . .	59.1	32.4	8.6	55.7	33.7	10.6	42.2	43.1	14.7
Using clothing accessories wisely	65.8	31.4	3.8	48.1	39.4	12.5	48.0	48.0	3.9
Accepting responsibilities as a family member	53.3	38.1	8.6	43.3	44.2	12.5	40.2	50.0	9.8
Accepting responsibilities as a community member. . .	31.4	49.5	19.1	24.0	56.7	19.2	23.5	56.9	19.6
Solving personal problems. .	68.6	23.8	7.6	58.7	34.6	6.7	62.8	34.3	2.9
Caring for my finger nails .	51.4	35.2	13.3	52.9	32.7	14.4	45.1	40.2	14.7

TABLE 11--Continued

Topic	Seventh Grade N = 105			Eighth Grade N = 104			Ninth Grade N = 102		
	M	S	L	M	S	L	M	S	L
Planning a well balanced diet	33.3	44.8	21.9	27.9	46.2	26.0	28.4	54.9	16.7
Caring for children.	56.2	35.2	8.6	45.2	36.5	18.3	40.2	44.1	15.7
Developing better study habits	46.7	43.8	9.5	36.5	51.0	12.5	27.5	47.1	25.5
Feeding a young child.	35.2	36.2	28.6	27.9	37.5	34.6	33.3	32.4	34.3
Getting along with girls	63.8	27.6	8.6	63.5	25.0	11.5	61.8	27.5	10.8
Setting an attractive table.	40.0	44.8	15.2	25.0	54.8	20.2	20.6	52.9	26.5
Getting along with boys.	63.8	26.7	9.5	60.6	29.8	9.6	69.6	24.5	5.9
Talking easily with people	57.1	29.5	13.3	62.5	32.7	4.8	66.7	26.5	6.9
Spending my clothing dollar wisely	44.8	37.1	18.1	43.3	44.2	12.5	49.0	33.3	17.7
Using electrical appliances.	33.3	40.0	26.7	20.2	52.9	26.9	23.5	46.1	36.3
Shopping for good food buys.	28.6	34.3	37.1	15.4	36.5	48.1	17.7	46.1	36.3

TABLE 11--Continued

Topic	Seventh Grade N = 105			Eighth Grade N = 104			Ninth Grade N = 102		
	M	S	L	M	S	L	M	S	L
Selecting colors and lines becoming to me. . .	56.2	33.3	10.5	38.5	48.1	13.5	48.0	42.2	9.8
Bathing a young child . . .	19.1	37.1	43.8	17.3	42.3	40.4	27.5	35.3	37.3
Sewing for myself	36.2	29.5	34.3	38.5	34.6	26.9	32.4	36.3	31.4
Making my own room more attractive	66.7	24.8	8.6	55.8	32.7	11.5	52.9	37.3	9.8
Planning recreational activities for my friends	44.8	37.1	18.1	24.0	59.6	16.4	23.5	52.0	24.5
Arranging flowers	21.0	41.0	38.1	12.5	43.3	44.2	16.7	34.3	49.0
Sewing for my family. . . .	17.1	22.9	60.0	19.2	25.9	54.8	14.7	23.5	61.8
Budgeting the food dollar wisely	16.2	35.2	48.6	15.4	27.9	56.7	16.7	30.4	53.0
Planning recreational activities for my family.	22.9	46.7	30.5	13.5	43.3	43.3	14.7	45.1	40.2
Budget my time.	34.3	50.5	15.2	29.8	44.2	26.0	32.4	46.1	21.6

TABLE 11--Continued

Topic	Seventh Grade N = 105			Eighth Grade N = 104			Ninth Grade N = 102		
	M	S	L	M	S	L	M	S	L
Creating inexpensive family fun.	23.8	46.7	29.5	17.3	53.9	28.9	14.7	49.0	36.3
Directing household help . . .	22.9	40.0	37.1	23.1	40.4	36.5	8.8	48.0	43.1
Making the home safe from accidents	41.9	45.7	12.4	27.9	52.9	19.2	16.7	62.8	20.6
Understanding older people (grandparents, etc.)	57.1	32.4	10.5	46.2	37.5	16.4	34.3	47.1	18.6
How values guide conduct . . .	35.2	46.7	18.1	32.7	51.0	16.4	19.6	58.8	21.6
Qualities of friendship. . . .	65.7	29.5	4.8	65.4	27.9	6.7	65.7	30.4	3.9
Ways people earn a living. . .	38.1	41.0	21.0	26.0	57.7	16.4	30.4	45.1	24.5
Basic emotional needs of teenagers.	58.1	32.4	9.5	64.4	28.9	6.7	65.7	28.4	5.9
Personal and vocational qualifications for a career	41.0	42.9	16.2	48.1	38.5	13.5	53.9	34.3	11.9
Personal limitations	52.4	33.3	14.3	42.3	49.0	8.7	47.1	42.2	10.8

percentage of responses to the following topics as the girls advanced according to grade level: getting along better with brother(s) and/or sister(s), choosing a career, planning a wardrobe, talking easily with people, basic emotional needs of teenagers, and personal and vocational qualifications for a career.

Getting along with boys, spending my clothing dollar wisely, bathing a young child, and budgeting the food dollar were topics that ninth grade girls denoted as being of greater interest. The ninth grade girls indicated more interest in and need for areas of careers, consumer economics, and family relations while the seventh grade girls were more interested in family oriented activities, activities carried on in a group, understanding older people, and topics concerning foods. Seventh and ninth grade students showed less interest in and need for clothing construction and more interest and need for caring for clothing, selecting clothing, and selecting clothing accessories while the eighth grade students (38.5 per cent) showed more interest in clothing construction for themselves.

The junior high school boys showed a decrease in interest in and need for learning about the following topics as they advanced according to grade level: household equipment, cooking meals, entertaining children, entertaining at home, choosing foods for good health and appearance, feeding a young child, getting along with boys, and directing household help. Additional topics in which the junior high school boys showed decreasing interest in and need for learning were: making the home safe from accidents, understanding older people, how values guide conduct, qualities of friendship, using electrical

appliances, bathing a child, and planning recreational activities for friends.

The topics that eighth grade boys indicated a greater degree of interest in and need for learning about than the seventh or ninth grade boys included: getting along with brother(s) and sister(s), taking care of complexion, caring for finger nails, sewing for myself and arranging flowers (Table 12). Other topics eighth grade boys showed greater interest in and need for learning were: using the sewing machine, making a simple garment, using clothing accessories wisely, setting an attractive table, shopping for good food buys, and budgeting the food dollar wisely.

A continual increase in the degree of interest in and need for learning about was noted as follows for junior high school boys: choosing my own clothes, choosing a career, planning a wardrobe, becoming a better groomed person, developing better study habits, and spending the clothing dollar wisely. Ways people earn a living, basic emotional needs of teenagers, selecting colors and lines becoming to me, and personal and vocational qualifications for a career, were also topics that increased as the grade level of the student advanced.

Topics which ranked high according to the degree of interest in and need for learning about were: caring for my hair, getting along with family, and managing money. The ninth grade boys indicated great interest in and need for learning about choosing a career while the seventh grade boys were interested in family and personal relations and the eighth grade boys were concerned about grooming.

A larger percentage of the girls expressed high interest in and

TABLE 12

PERCENTAGE OF RESPONSES TO DEGREES OF INTEREST AND
NEED IN SELECTED TOPICS BY SEVENTH,
EIGHTH, AND NINTH GRADE BOYS

Topic	Seventh Grade N = 101			Eighth Grade N = 93			Ninth Grade N = 96		
	M	S	L	M	S	L	M	S	L
Using social skills.	32.7	48.5	18.8	21.5	58.1	20.4	34.4	54.2	11.5
Controlling emotions	36.6	54.5	8.9	30.1	48.4	21.5	41.7	50.0	8.3
Spending my money wisely . .	50.5	34.7	14.9	40.9	44.1	15.1	50.0	40.6	9.4
Getting along better with brother(s) and/or sister(s)	32.7	40.6	26.7	35.5	37.6	26.9	33.3	49.0	17.7
Getting along with my friends	56.4	31.7	11.9	51.6	32.3	16.1	61.5	24.0	14.6
Getting along with my family	67.3	19.8	12.9	55.9	28.0	16.1	61.5	26.0	12.5
Choosing my own clothes . . .	44.6	37.6	17.8	52.7	25.8	21.5	54.2	35.4	10.4
Caring for my hair	66.3	18.8	14.9	58.1	23.7	18.3	67.7	24.0	8.3
Using household equipment . .	42.6	35.6	21.8	29.0	47.3	23.7	22.9	46.9	30.2

TABLE 12--Continued

Topic	Seventh Grade N = 101			Eighth Grade N = 93			Ninth Grade N = 96		
	M	S	L	M	S	L	M	S	L
Caring for my clothes.	55.5	32.7	11.9	47.3	34.4	18.3	51.0	39.6	9.4
Taking care of my complexion	47.5	31.7	20.8	59.1	28.0	12.9	52.1	40.6	7.3
Choosing a career.	48.5	34.7	16.8	50.5	31.2	18.3	67.7	25.0	7.3
Planning a wardrobe.	25.7	34.7	39.6	28.0	37.6	34.4	34.4	43.8	21.9
Cooking meals.	7.9	34.7	57.4	6.5	31.2	62.4	4.2	33.3	62.5
Using the sewing machine . . .	7.9	5.0	87.1	19.4	8.6	72.0	7.3	14.6	78.1
Becoming a better groomed person	40.6	38.6	20.8	46.2	36.6	17.2	53.1	39.6	7.3
Making a simple garment. . . .	7.9	13.9	78.2	10.8	17.2	72.0	4.2	13.5	82.3
Entertaining children.	19.8	46.5	33.7	19.4	33.3	47.3	10.4	42.7	46.9
Selecting clothes for various occasions	50.5	31.7	17.8	34.4	43.0	22.6	45.8	38.5	15.6
Preparing snacks for friends, family, and myself	41.6	41.6	16.8	22.6	47.3	30.1	28.1	49.0	23.0

TABLE 12--Continued

Topic	Seventh Grade N = 101			Eighth Grade N = 93			Ninth Grade N = 96		
	M	S	L	M	S	L	M	S	L
Managing my money.	58.4	30.7	10.9	53.8	33.3	12.9	59.4	28.1	12.5
Entertaining at home	29.7	52.5	17.8	17.2	49.5	33.3	15.6	59.4	25.0
Choosing foods for good health and appearance. . . .	35.6	44.6	19.8	23.7	53.8	22.6	22.9	53.1	24.0
Selecting clothing accessories wisely	42.6	42.6	14.9	34.4	46.2	19.4	39.6	44.8	15.6
Caring for my own room	45.5	38.6	15.8	36.6	45.2	18.3	37.5	42.7	19.8
Using clothing accessories wisely	41.6	46.5	11.9	43.0	33.3	23.7	34.4	53.1	12.5
Accepting responsibilities as a family member	55.5	32.7	11.9	36.6	41.9	21.5	48.0	42.7	9.4
Accepting responsibilities as a community member. . . .	29.7	42.6	27.7	19.4	50.5	30.1	30.2	49.0	20.8
Solving personal problems. . .	53.5	35.6	10.9	40.9	48.4	10.8	51.0	36.5	12.5
Caring for my finger nails . .	21.8	49.5	28.7	38.7	39.8	21.5	31.3	45.8	22.9

TABLE 12--Continued

Topic	Seventh Grade N = 101			Eighth Grade N = 93			Ninth Grade N = 96		
	M	S	L	M	S	L	M	S	L
Planning a well balanced diet	21.8	44.6	33.7	16.1	47.3	36.6	18.8	54.2	27.1
Caring for children	22.8	48.5	28.7	11.8	45.2	43.0	13.5	38.5	47.9
Developing better study habits	26.7	55.5	17.8	30.1	50.5	19.4	36.5	46.9	16.7
Feeding a young child	9.9	32.7	57.4	9.7	25.8	64.5	4.2	29.2	66.7
Getting along with girls	49.5	28.7	21.8	47.3	31.2	21.5	56.3	31.3	12.5
Setting an attractive table	10.9	35.6	53.5	11.8	32.3	55.9	8.3	34.4	57.3
Getting along with boys	56.4	28.7	14.9	50.5	28.0	21.5	36.5	40.6	22.9
Talking easily with people	43.6	43.6	12.9	38.7	44.1	17.2	51.0	38.5	10.4
Spending my clothing dollar wisely	30.7	44.6	24.8	34.4	36.6	29.0	43.8	39.6	16.7
Using electrical appliances	42.6	34.7	22.8	35.5	35.5	29.0	16.7	50.0	33.3
Shopping for good food buys	15.8	26.7	57.4	16.1	29.0	54.9	5.2	34.4	60.4

TABLE 12--Continued

Topic	Seventh Grade N = 101			Eighth Grade N = 93			Ninth Grade N = 96		
	M	S	L	M	S	L	M	S	L
Selecting colors and lines becoming to me	23.7	41.6	34.7	24.7	39.8	35.5	26.0	36.5	37.5
Bathing a young child	13.9	7.9	78.2	10.8	10.8	78.5	3.1	13.5	83.3
Sewing for myself	5.9	11.9	82.2	8.6	16.1	75.3	6.3	16.7	77.1
Making my own room more attractive	38.6	46.5	14.8	29.0	40.9	30.1	29.2	50.0	20.8
Planning recreational act- ivities for my friends	31.7	48.5	19.8	19.4	43.0	37.6	12.5	57.3	30.2
Arranging flowers	5.0	17.8	77.2	12.9	18.3	68.8	7.3	14.6	78.1
Sewing for my family	5.0	5.9	89.1	12.9	6.5	80.7	5.2	7.3	87.5
Budgeting the food dollar wisely	11.9	18.8	69.3	12.9	28.0	59.1	9.4	27.1	63.5
Planning recreational act- ivities for my family	12.9	47.5	39.6	11.8	39.8	48.4	18.8	39.6	41.7
Budget my time	29.7	44.6	25.7	23.7	46.2	30.1	29.2	54.2	16.7

TABLE 12--Continued

Topic	Seventh Grade N = 101			Eighth Grade N = 93			Ninth Grade N = 96		
	M	S	L	M	S	L	M	S	L
Creating inexpensive family fun	23.8	37.6	38.6	8.6	53.8	37.6	15.6	44.8	39.6
Directing household help . . .	13.9	43.6	42.6	9.7	47.3	43.0	9.4	28.1	62.5
Making the home safe from accidents	32.7	50.5	16.8	18.3	60.2	21.5	26.0	47.9	26.0
Understanding older people (grandparents, etc.)	45.5	37.6	16.8	36.6	41.9	21.5	38.5	44.8	16.7
How values guide conduct . . .	27.7	53.5	18.8	24.7	54.8	20.4	31.3	47.9	20.8
Qualities of friendship . . .	55.5	34.7	9.9	45.2	36.6	18.3	58.3	29.2	12.5
Ways people earn a living . . .	30.7	53.5	15.8	36.6	46.2	17.2	40.6	39.6	19.8
Basic emotional needs of teenagers	38.6	42.6	18.8	44.1	40.9	15.1	46.9	35.4	17.7
Personal and vocational qualifications for a career	32.7	51.5	15.8	36.6	55.9	7.5	52.1	40.6	7.3
Personal limitations	34.7	48.5	16.8	31.2	48.4	20.4	47.9	40.6	11.7

need for learning about the majority of the topics than did the boys. Items such as "spending my money wisely", and "choosing a career", were signified by approximately equal numbers of boys and girls. About one-half of the girls indicated little interest in and need for learning about "sewing for the family" and "budgeting the food dollar wisely".

Over one-half of the junior high school boys indicated little interest in and need for learning about "feeding a young child" and "setting an attractive table". Other topics that junior high school boys had little interest in and need for learning about are "shopping for good food buys" and "budgeting the food dollar wisely".

CHAPTER V

SUMMARY AND IMPLICATIONS

Identification of the activities, interests, and needs of junior high school students provides one basis for developing a curriculum guide. If a curriculum is to be of maximum benefit, it must be geared to meeting the needs of the student.

The Problem

The primary purposes of this study were: (1) to survey the activities, interests, and needs of junior high school students in North Carolina; (2) to identify the activities, interests, and needs that could have implications for home economics on the junior high school level; and (3) to compare the activities, interests, and needs identified by the seventh, eighth, and ninth grade students.

Study Design

A questionnaire was developed to record general information about the junior high school student and specific information related to the activities, interests, and needs of the students which could have implications for home economics curriculum development.

One junior high school was randomly selected from each of seven educational districts in North Carolina. Students in one seventh, one eighth, and one ninth grade homeroom from each of the seven schools were randomly selected to participate in this study.

The questionnaires were mailed to 21 homeroom teachers. The questionnaires were completed by the students in each of the 21 homerooms and returned by all of the homeroom teachers. A total of 601 students responded to the questionnaire.

Limitations

Since this study was limited to junior high school students from one seventh, one eighth, and one ninth grade in each of seven educational districts in North Carolina, the findings of this study apply only to this population. The needs and interests identified were related to areas in home economics, and the activities were limited to selected home, family, social, and personal activities as well as selected areas of possible problems for the young adolescent.

Major Findings

Some major findings of this study of the activities, interests, and needs of junior high school students in North Carolina were:

1. The majority of junior high school students live with their mother and father.

Slightly more than one-tenth, 12.2 per cent, of the junior high school students lived with their mothers, while 5.3 per cent of them lived with their fathers.

2. The occupation of about one-fourth of the junior high school students' fathers was that of a manual worker.

Other occupations included: professionals, proprietors and managers, business men, clerk and kindred workers, and protective and

service workers, with approximately the same distribution in each occupation.

3. More than one-half of the seventh and eighth grade students' mothers were employed.

Less than one half of the ninth grade students' mothers were employed.

4. Nearly one-fourth of the junior high school students' mothers were employed as clerk or kindred workers.

The next largest number of junior high school students' mothers who were employed were categorized as manual workers.

5. More than one-half of the fathers of seventh and ninth grade junior high school students had finished high school.

Slightly less than one-half of the eighth grade fathers had completed high school.

6. A majority (69.6 per cent) of the mothers of ninth grade junior high school students had graduated from high school.

Over one-half of the seventh and eighth grade students' mothers had graduated from high school, 56.8 and 56.5 respectively.

7. Junior high school girls and their parents made cooperative decisions more frequently than did junior high school boys and their parents.

Slightly more than one-third of junior high school boys and their parents made decisions cooperatively.

8. The seventh grade junior high student participated most frequently in those activities which were family oriented.

The ninth grade junior high school student participated most often in those activities related to family and personal responsibilities.

9. The seventh grade junior high school girls indicated great interest in nearly one-half the topics included in the questionnaire.

Great interest was shown in the following areas of home economics, in decreasing order: family relations, selecting and caring for clothing, grooming, consumer economics, child development, and housing.

10. The eighth and ninth grade students did not show as much interest in all the areas of home economics as did the seventh grade students.

The eighth and ninth grade students indicated great interest in and need for learning in approximately one-third of the topics included in the questionnaire.

11. There was evidence that the majority of junior high school girls chose their own friends and obtained permission before going out.

Eating dinner as a family group, making the bed, attending church, and listening to the radio were other activities in which a majority of the students always participated.

12. Nearly one-fourth of the seventh grade girls disagreed with parents on hair style while nearly one-fourth of the eighth grade girls disagreed with parents on clothing.

Fewer eighth and ninth grade girls disagreed with parents on hair style and fewer seventh and ninth grade girls disagreed with parents on clothing.

13. Nearly one-half of the ninth grade girls discussed problems with friends rather than with parents.

Seventh grade girls discussed problems with parents more often than with friends.

14. More seventh grade boys prepared snacks than did seventh grade girls.

More ninth grade girls prepared snacks than did seventh or eighth grade girls.

15. More boys consulted with fathers than mothers when making decisions.

More girls consulted with mothers than fathers when making decisions.

16. More boys ate breakfast as a family group than did girls.

More girls ate dinner as a family group than did boys.

17. There was evidence that a majority of junior high school boys always chose their own friends.

A majority of the boys always mowed the lawn.

18. There was evidence that a larger percentage of the girls expressed interest in and need for learning about a majority of the topics than did the boys.

19. Nearly one-half of junior high school students indicated little interest in or need for learning about budgeting the food dollar wisely.

Boys also indicated little interest in learning about feeding a young child, setting an attractive table, or shopping for good food buys.

20. The eighth grade junior high school girls showed more interest in and need for learning about sewing for themselves than did the seventh and ninth grade girls.

However, the percentage of eighth grade students who were greatly interested in learning to sew for themselves was only 38.5 per cent. The seventh grade and ninth grade girls showed greater interest in and need for learning about caring for clothing, selecting clothing accessories than did the eighth grade students.

21. Ninth grade girls indicated great interest in and need for learning about topics concerning careers, consumer economics, family relations, and grooming.

The ninth grade girls showed no great degree of interest in and need for learning about foods or related areas.

22. The junior high school boys did not show as great a degree of interest in areas related to home economics as compared to the junior high school girls.

However, there were no topics that were not indicated as being of great interest by at least a small percentage of the boys.

Implications

Implications resulting from this study may provide a frame of reference for those planning junior high school home economics curricula.

1. A knowledge of the living arrangement and home background of junior high school students could be of value in planning the curriculum.

Adequate information concerning the home situation and family background could provide deeper insight into responses and reactions elicited from the student. Learning experiences could be planned and provided for the student that could be more meaningful if the home situation were better understood.

2. If the activities in which students participate are known it could provide a basis for curriculum planning.

Knowledge of activities in which students participate could facilitate and strengthen the school curriculum. Motivation techniques could probably be chosen that could enhance the desire to learn.

3. Since seventh grade students were interested in family relations, emphasis could be placed at this level when planning the curriculum.

Greater emphasis on the individual could be provided at the ninth grade level as this was evident in this study.

4. Perhaps less emphasis should be placed on sewing skill at the junior high school level and more emphasis placed on selection and care of clothing.

Eighth grade girls indicated a greater need for and interest in learning about clothing construction than did seventh or ninth grade girls. However, more girls recognized the need for learning to select and care for clothes than to construct garments.

5. Boys could be encouraged to enroll in home economics courses at the junior high school level.

There was evidence that boys were interested to some degree in all the topics related to home economics.

6. Encourage the inclusion of consumer education at all grade levels in the junior high school home economics curriculum.

This aspect was not recognized as being a need by most students, however, it could provide the kind of information that could better enable them to face the responsibilities of a changing society.

Further Study

1. It is recommended that further research be conducted at the

senior high school level of activities, interests, and needs to provide a framework upon which the scope and sequence could be established.

2. Further statistical analysis of the data collected for this study are recommended to determine whether significant relationships exist among the three grade levels concerning activities, interests, and needs.

3. Comparison of student's activities, interests, and needs could be made in relation to father's occupation, mother's occupation, father's educational attainment, and mother's educational attainment.

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Name of School _____

Name of Homeroom Teacher _____

Please place a check by the answer or supply the needed information in the space provided.

1. Age: 11 _____ 12 _____ 13 _____ 14 _____ 15 _____ 16 _____

2. Grader: 7 _____ 8 _____ 9 _____

3. Sex: Male _____ Female _____

4. Lives with: Mother and Father _____ Father and Stepfather _____
 Father _____ Mother and Stepfather _____
 Mother _____ Foster Parents _____
 Grandparents _____ Others (specify) _____

5. Father's occupation _____

6. Mother's occupation _____

7. Highest level of education your parents reached:

	Father	Mother
Some grade school	<input type="checkbox"/>	<input type="checkbox"/>
Completed grade school	<input type="checkbox"/>	<input type="checkbox"/>
Some high school	<input type="checkbox"/>	<input type="checkbox"/>
Graduated from high school	<input type="checkbox"/>	<input type="checkbox"/>
Vocational or business school	<input type="checkbox"/>	<input type="checkbox"/>
Junior college	<input type="checkbox"/>	<input type="checkbox"/>
Some college	<input type="checkbox"/>	<input type="checkbox"/>
Graduated from college	<input type="checkbox"/>	<input type="checkbox"/>
Master's degree	<input type="checkbox"/>	<input type="checkbox"/>
Completed doctorate or professional degree	<input type="checkbox"/>	<input type="checkbox"/>
Ph.D. degree	<input type="checkbox"/>	<input type="checkbox"/>

8. Who do you spend most activities and responsibilities now with during?

Mother	<input type="checkbox"/>
Father	<input type="checkbox"/>
Both parents	<input type="checkbox"/>
Father and Stepfather	<input type="checkbox"/>
Mother and Stepfather	<input type="checkbox"/>
Foster parents	<input type="checkbox"/>
Grandparents	<input type="checkbox"/>
Brother(s) or sister(s)	<input type="checkbox"/>

APPENDIX A

Questionnaire

Name of School _____

Name of Homeroom Teacher _____

Please place a check by the answer or supply the needed information in the space provided.

1. Age: 11____ 12____ 13____ 14____ 15____ 16____

2. Grade: 7____ 8____ 9____

3. Sex: Male____ Female____

4. Live with: Mother and Father _____ Father and Stepmother _____
 Father _____ Mother and Stepfather _____
 Mother _____ Foster Parents _____
 Grandparents _____ Others (specify) _____

5. Father's occupation _____

6. Mother's occupation, if employed _____

7. Highest level of education your parents reached:

	Father	Mother
Some grade school	_____	_____
Completed grade school	_____	_____
Some high school	_____	_____
Graduated from high school	_____	_____
Vocational or business school	_____	_____
Junior college	_____	_____
Some college	_____	_____
Graduated from college	_____	_____
Master's degree	_____	_____
Completed doctorate or professional degree	_____	_____
I don't know	_____	_____

8. Who decides what activities and responsibilities you will assume?

Mother	_____
Father	_____
Both parents	_____
Father and Stepmother	_____
Mother and Stepfather	_____
Foster parents	_____
Grandparents	_____
Brother(s) or sister(s)	_____

You and your parents
 You and your brother(s) and sister(s)
 You "on your own"
 Others (specify)

9. We are interested in the activities in which you participate.
 Please circle the frequency with which each applies to you:

A = Always
 O = Occasionally
 N = Never

- | | | | |
|-----------------------------------|---|------------------------------------|------------------------------------|
| Example: Paint the house. | A | 0 | <input checked="" type="radio"/> N |
| Attend concerts. | A | <input checked="" type="radio"/> 0 | N |
| 1. Make my bed. | A | 0 | N |
| 2. Clean my room | A | 0 | N |
| 3. Clean the floors | A | 0 | N |
| 4. Wash the dishes. | A | 0 | N |
| 5. Buy the groceries. | A | 0 | N |
| 6. Plan the meals | A | 0 | N |
| 7. Prepare snacks | A | 0 | N |
| 8. Prepare meals. | A | 0 | N |
| 9. Set the table | A | 0 | N |
| 10. Clear the table. | A | 0 | N |
| 11. Launder the clothes | A | 0 | N |
| 12. Iron clothes | A | 0 | N |
| 13. Repair my clothes. | A | 0 | N |
| 14. Buy my clothes | A | 0 | N |
| 15. Alter clothes | A | 0 | N |
| 16. Wash the car | A | 0 | N |
| 17. Mow the lawn | A | 0 | N |

18.	Care for the garden.	A	0	N
19.	Care for children.	A	0	N
20.	Babysit.	A	0	N
21.	Share in family decisions.	A	0	N
22.	Consult with mother when making decisions. . . .	A	0	N
23.	Consult with father when making decisions. . . .	A	0	N
24.	Eat breakfast as a family group.	A	0	N
25.	Eat dinner as a family group	A	0	N
26.	Help with farm chores.	A	0	N
27.	Choose my own friends.	A	0	N
28.	Entertain my friends in my own home.	A	0	N
29.	Obtain permission before going out	A	0	N
30.	Go out on school nights.	A	0	N
31.	Go out on week-end nights.	A	0	N
32.	Agree with parents on "curfew time".	A	0	N
33.	Attend sports activities	A	0	N
34.	Attend club meetings	A	0	N
35.	Attend movies.	A	0	N
36.	Attend concerts.	A	0	N
37.	Attend plays	A	0	N
38.	Attend lectures.	A	0	N
39.	Attend church.	A	0	N
40.	Watch television	A	0	N
41.	Listen to radio.	A	0	N
42.	Listen to stereo	A	0	N
43.	Listen to hi-fi.	A	0	N

- | | | | |
|--|---|---|---|
| 44. Read newspapers. | A | 0 | N |
| 45. Read magazines | A | 0 | N |
| 46. Go out on dates. | A | 0 | N |
| 47. Date boys or girls older than I. | A | 0 | N |
| 48. Go steady. | A | 0 | N |
| 49. Enjoy activities with family | A | 0 | N |
| 50. Go out with a group of boys. | A | 0 | N |
| 51. Go out with a group of girls | A | 0 | N |
| 52. Go out with group of boys and girls. | A | 0 | N |
| 53. Work outside the home. | A | 0 | N |
| 54. Earn all my own spending money | A | 0 | N |
| 55. Earn and contribute money to family. | A | 0 | N |
| 56. Spend most of my money for clothes | A | 0 | N |
| 57. Spend most of my money for social activities | A | 0 | N |
| 58. Save some of my allowance. | A | 0 | N |
| 59. Save some of the money I earn. | A | 0 | N |
| 60. Receive an allowance | A | 0 | N |
| 61. Disagree with parents on make-up | A | 0 | N |
| 62. Disagree with parents on hair style. | A | 0 | N |
| 63. Disagree with parents on clothing. | A | 0 | N |
| 64. Disagree with parents on friends | A | 0 | N |
| 65. Discuss problems with parents. | A | 0 | N |
| 66. Discuss problems with brother(s) or sister(s). | A | 0 | N |
| 67. Discuss problems with friends. | A | 0 | N |
| 68. Discuss problems with teachers | A | 0 | N |
| 69. Discuss problems with other adults (neighbor,
relatives, etc. _____). | A | 0 | N |

10. Please circle the letter that best describes your degree of interest in and need for learning about the following topics:

M = Much (high interest and great need)

S = Some (some interest and need)

L = Little (little interest or need)

- Example: Caring for elderly people. ☒ M S L
- Buying home insurance. M S ☒ L
1. Using social skills (manners, making introductions, etc.) M S L
 2. Controlling my emotions M S L
 3. Spending my money wisely M S L
 4. Getting along better with my brother(s) and/or sister(s) M S L
 5. Getting along with my friends. M S L
 6. Getting along with my family M S L
 7. Choosing my own clothes. M S L
 8. Caring for my hair M S L
 9. Using household equipment. M S L
 10. Caring for my clothes. M S L
 11. Taking care of my complexion M S L
 12. Choosing a career. M S L
 13. Planning a wardrobe. M S L
 14. Cooking meals. M S L
 15. Using the sewing machine M S L
 16. Becoming a better groomed person M S L
 17. Making a simple garment. M S L
 18. Entertaining children. M S L

19.	Selecting clothes for various occasions.	M	S	L
20.	Preparing snacks for friends, family, and myself	M	S	L
21.	Managing my money.	M	S	L
22.	Entertaining at home	M	S	L
23.	Choosing foods for good health and appearance. .	M	S	L
24.	Selecting clothing accessories wisely.	M	S	L
25.	Caring for my own room	M	S	L
26.	Using clothing accessories wisely.	M	S	L
27.	Accepting responsibilities as a family member. .	M	S	L
28.	Accepting responsibilities as a community member	M	S	L
29.	Solving personal problems.	M	S	L
30.	Caring for my finger nails	M	S	L
31.	Planning a well balanced diet.	M	S	L
32.	Caring for children.	M	S	L
33.	Developing better study habits	M	S	L
34.	Feeding a young child.	M	S	L
35.	Getting along with girls	M	S	L
36.	Setting an attractive table.	M	S	L
37.	Getting along with boys.	M	S	L
38.	Talking easily with people	M	S	L
39.	Spending my clothing dollar wisely	M	S	L
40.	Using electrical appliances.	M	S	L
41.	Shopping for good food buys.	M	S	L
42.	Selecting colors and lines becoming to me. . . .	M	S	L
43.	Bathing a young child.	M	S	L

44.	Sewing for myself.	M	S	L
45.	Making my own room more attractive	M	S	L
46.	Planning recreational activities for my friends. M		S	L
47.	Arranging flowers.	M	S	L
48.	Sewing for my family	M	S	L
49.	Budgeting the food dollar wisely	M	S	L
50.	Planning recreational activities for my family . M		S	L
51.	Budgeting my time.	M	S	L
52.	Creating inexpensive family fun.	M	S	L
53.	Directing household help	M	S	L
54.	Making the home safe from accidents.	M	S	L
55.	Understanding older people (grandparents, etc.). M		S	L
56.	How values guide conduct	M	S	L
57.	Qualities of friendship.	M	S	L
58.	Ways people earn a living.	M	S	L
59.	Basic emotional needs of teenagers	M	S	L
60.	Personal and vocational qualifications for a career	M	S	L
61.	Personal limitations	M	S	L

April 18, 1969

Dear Mr. _____:

Identifying activities, interests, and needs of seventh, eighth, and ninth grade boys and girls is an immediate concern of the State Supervisor of Home Economics. This concern was expressed at a meeting of home economics teacher educators recently. North Carolina does not have a curriculum guide for the Junior High level at the present time. It is believed that this kind of information would provide a basis for developing a curriculum guide that would be appropriate for this particular level.

One Junior High school was randomly selected from each educational district in North Carolina to participate in this study. Your school was selected and we hope that you will cooperate with us in conducting this study. We are very interested in your information, however, for any reason you may not wish to participate, we will understand.

APPENDIX B

Letter to Principals

Would you please send the names of the teachers assigned for the seventh, the eighth, and ninth grades? From this list one teacher for each level will be randomly selected. We will then send the home economics teachers the directions and materials for the students to complete.

Your cooperation and assistance in conducting this study is greatly appreciated. A summary will be sent to you at the completion of the study.

Sincerely,

John Rogers
Assistant Director

William J. Hines, Chairman
State Board of Education

April 14, 1969

Dear Mr. _____:

Identifying activities, interests, and needs of seventh, eighth, and ninth grade boys and girls is an immediate concern of the State Supervisor of Home Economics. This concern was expressed at a meeting of home economics teacher educators recently. North Carolina does not have a curriculum guide for the junior high level at the present time. It is believed that this kind of information could provide a basis for developing a curriculum guide that would be appropriate for this particular level.

One junior high school was randomly selected from each educational district in North Carolina to participate in this study. Your school was selected and we sincerely hope that you will cooperate with us in obtaining this much needed information. However, if for any reason you cannot participate please let us know immediately.

Would you please send the names of the homeroom teachers for the seventh, the eighth, and ninth grades? From this list one homeroom for each level will be randomly selected. We will then send the homeroom teachers the directions and questionnaires for the students to complete.

Your cooperation and promptness in responding will be greatly appreciated. A summary will be sent to you at the completion of the study.

Sincerely,

Linda Flowers
Graduate Student

Mildred Johnson, Chairman
Home Economics Education

April 20, 1969

Dear Homeroom Teacher:

Identifying activities, interests, and needs of students, eighth, and ninth grade boys and girls is an immediate concern of the State Supervisor of Youth Services. This concern was expressed at a meeting of home economics teacher-educators recently. South Carolina does not have a curriculum guide for the junior high level at the present time. It is believed that this kind of information would provide a basis for developing a curriculum guide that would be appropriate for the particular level. At present, a study is being conducted at the University of South Carolina at Columbia to obtain this data.

APPENDIX C

Letter to Homeroom Teachers

Your junior high school is being selected to participate in this study. The principal of your school has given his permission for one section of your homeroom to participate. From the list of homeroom teachers given to the principal, your homeroom teacher has been selected. We would greatly appreciate if you would administer the self-administered survey during the week of May 12-15. The questionnaire requires approximately fifteen minutes for completion. Please return the questionnaire.

After completing the questionnaire, please place the enclosed self-addressed envelope and return promptly.

Your cooperation and assistance will be greatly appreciated. A summary of the findings will be sent to you at the completion of the study.

Sincerely,

Leola Flowers
graduate student

Michael Johnson, Director
Youth Services Division

April 30, 1969

Dear Homeroom Teacher:

Identifying activities, interests, and needs of seventh, eighth, and ninth grade boys and girls is an immediate concern of the State Supervisor of Home Economics. This concern was expressed at a meeting of home economics teacher educators recently. North Carolina does not have a curriculum guide for the junior high level at the present time. It is believed that this kind of information could provide a basis for developing a curriculum guide that would be appropriate for the particular level. At present, a study is being conducted at the University of North Carolina at Greensboro to obtain this data.

Your junior high school was randomly selected to participate in this study. The principal from your school has given his permission for one seventh, eighth, and ninth grade homeroom to participate. From the list of homeroom teachers submitted by your principal, your homeroom students have been selected. We would greatly appreciate if you would administer the enclosed questionnaires during the week of May 12-16. The questionnaire requires approximately fifteen minutes for completion. Please return unused questionnaires.

After completing the questionnaires, please place them in the enclosed self-addressed envelope and return promptly.

Your cooperation and promptness will be greatly appreciated. A summary of the findings will be sent to you at the completion of the study.

Sincerely,

Linda Flowers
Graduate Student

Mildred Johnson, Chairman
Home Economics Education